

CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is offered as a subject in educational institutions in Indonesia from the lowest level up to tertiary level, from kindergarden up to university. Nowadays, it is taught to produce students who can use the language in particular purpose. Alexander in Kalayo Hasibuan and Muhammad Fauzan Ansyari¹ states that the mastery of languages is not ultimately from how much learners know about language, but how well they can use it for various purposes in real context. It means students are expected to be able to use English in daily activities.

According to H. Douglas Brown², English has four language skills, they are listening, speaking, reading, and writing, they can not be separated each other. Writing is one of the language skills that should be mastered by students. It is complex because it is influenced by vocabulary, grammar, generating and organizing ideas. Dunlap³ states that writing can be the most challenging of the four domains of language. It is not an easy work but the students have to master this skill because they need it for occupational or academic purpose. It requires ability in generating and organizing idea to produce receivable and understandable writing. It also needs much practice to produce a good writing product.

¹ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as Foreign Language*. (Pekanbaru: Alaf Riau Graha Unri Press, 2007) p. 1

² H. Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall Ryents Englewood Cliff, 1994) p. 217

³ Carmen Zaniga Dunlap and Evelyn. *Practical Strategies for Successful Classroom: Helping English Language Learners Succeed*. (USA: Shell Educational Publishing, 2006) p. 106

The ability to write has become an indispensable skill in students' life. Almost every aspect of everyday life of students is carried out in writing forms such as doing exercises, homework, project papers, reports, and even final exams. To support students' ability in writing, students should be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writings in order to be able to make a good writing. To make easy your work, there are many tips to be successful to write. They are knowing the problem, knowing how to write, knowing what to write and having references. Besides, students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing.

Writing is also a process of activity which includes thinking and mental efforts. In writing, the students also have to know attitude, feeling, and knowledge of the readers because in writing the students will communicate with the readers through the written symbols. Furthermore, Mochini Bachani⁴ states that writing always has become difficult to teach or to learn because it involves a different kind of mental processes which includes the sub-skills like drafting, editing, revising, organising etc.,. It can be seen from the phenomena that happen in some of high schools. The students have spent their time in learning English since they were in elementary school up to now, but they still get difficulties to master writing skill. Considering that writing is very important for students, the teachers

⁴Mohini Bachani. *Teaching Writing*. (Retrieved on February 22th, 2013), <http://www.waymadedu.org/StudentSupportTeaching%20Writing.pdf>. p.1

should be creative in choosing and applying strategy that can help them in improving their writing ability. The strategy is used by the teachers should be able to fulfill the students' need.

MAN 1 Pekanbaru is one of the State Islamic Senior High Schools in Pekanbaru that applies school-based curriculum (KTSP). This school implements KTSP as a guide in teaching and learning process including for English subject. The students learn English twice a week within 45 minutes for one learning hour. In English subject syllabus⁵, students are expected to master four language skills, including writing. The students are required to be able to write in short functional texts and in monologue texts in the form of narrative, spoof and hortatory exposition texts which uses various written languages accurately, fluently, and contextually. Based on a preliminary study, narrative, spoof and hortatory exposition text were several texts that should be mastered by the second year students of senior high school where minimum passing standard (SKL) for writing skill is 75. Nevertheless, based on the preliminary research, the writer found some problems faced by the students especially in writing hortatory exposition texts; students' scores were still far from minimum passing standard (SKL).

In teaching and learning process in MAN 1 Pekanbaru, the writer found that the teacher used various strategies in teaching writing such as explaining the material about the hortatory exposition text. The teacher explained what hortatory exposition text was, what the generic structures of the hortatory exposition text were, and at the end asked the students to write a hortatory exposition text, asking

⁵*Syllabus of MAN 1 Pekanbaru 2012/2013.2013*. Unpublished

the students to read aloud the story together and then one by one. After that the teacher asked the students to rewrite the story based on their own words and drama after the students made their dialogue. Ideally, the students were able to comprehend the hortatory exposition text, but the reality said conversely. In fact, many students still had difficulties in writing hortatory exposition text. Some of the students still got difficulties to find several ideas in writing hortatory exposition text. Some of the students were not able to express the idea in writing hortatory exposition text.

The lack of ability in writing is shown as the phenomena below:

1. Some of the students are still difficult to find ideas of writing.
2. Some of the students are not able to collect, evaluate, and use factual information and proof.
3. Some of the students do not develop the writing itself. It was seen from the amount of writing.
4. Some of the students lack of making written English.
5. Some of the students lack of vocabulary.
6. Some of the students lack of efforts to improve their writing ability.

Dialogue Journal Writing is one of the activities in writing that can provide students with the opportunity to explore and experiment with language. By using dialogue journals, the teacher can engage in multifaceted interactions with the students. Ideas, feelings and concerns can be shared in a private way. The purposes are to expand students' thinking, to help them communicate and to articulate their ideas in written form.

Based on the explanation and the problems experienced by the students above, the writer is interested in conducting research which entitled: **“THE EFFECT OF USING DIALOGUE JOURNAL WRITING STRATEGY ON STUDENTS’ WRITING ABILITY AT STATE ISLAMIC SENIOR HIGH SCHOOL 1 PEKANBARU.**

B. The Definition of the Term

To avoid misunderstanding and misinterpreting on the terms used in this research, it needs detail explanation and definitions about what the terms mean in this research, the terms are as follows:

1. Effect

According to Hornby⁶, Effect is a change procedure by an action or cause as defined. It means that effect is a changing caused by something. So, in this research the writer wants to find out the effect of using Dialogue Journal Writing strategy on students’ writing ability.

2. Dialogue Journal Writing

According to Peyton in Feiwen⁷, Dialogue Journal Writing is like an oral conversation in written form. In this research, dialogue journal writing specifically refers to the written conversation between the teacher and students. Students write journals regularly and

⁶Hornby. *Oxford The Advanced Learner Dictionary of Current English*. (Oxford International, 1995) p. 369

⁷Peyton, J.K. & Reed, L. 1990. *Dialogue journal writing with nonnative English speakers: A handbook for teachers*. Effects of Dialogue Journal Writing on Writing Fluency. p.6.(Retrieved on August 3rd, 2011), <http://thuir.thu.edu.tw/retrieve/7854/093THU00094002-003.pdf>

continuously. After reading students' journals, the teacher responds to their journals according to the content or even elicits some questions for further discussion. Moreover, the teacher does not correct students' errors or evaluate the content of students' journals.

3. Strategy

According to Oxford⁸, Strategy is a plan intended to achieve a particular purpose. In this research, the writer wants to obtain how learning outcomes can be achieved by using this strategy.

4. Writing Ability

According Lamb and Johson⁹ states writing ability is the ability to express language in the form of letters, symbols, or words. The primary purpose of writing is communication. In this research this term means the ability of students to write hortatory exposition texts in the form of essays.

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problem as follows:

- a. Why are some of the students still difficult to find the idea of writing?

⁸Oxford Learner's Pocket Dictionary. *Third Edition*. (Oxford University Press, 2003) p. 427

⁹Lamb and Johson. *Writing*. November, 2000. (Retrieved on July 2, 2011). <http://42explore.com/writing.htm>

- b. Why are some students unable to collect, evaluate, and use factual information and proof?
- c. Why do some of the students unable to develop writing? It was seen from the amount of writing.
- d. Why do some of the students lack of making written English?
- e. Why do some of the students lack of vocabulary?
- f. Why do some of the students lack of effort to improve their writing ability?

2. The Limitation of the Problem

The problem of this research only focuses on students' ability in writing hortatory texts in the form of essays for the eleventh grade students at MAN 1 Pekanbaru.

3. The Formulation of the Research

The problems of this research can be formulated in the following questions:

- a. How is students' writing ability taught by using dialogue journal writing strategy at MAN 1 Pekanbaru?
- b. How is students' writing ability taught without using dialogue journal writing strategy at MAN 1 Pekanbaru?
- c. Is there any significant effect of using dialogue journal writing strategy on students' writing ability at MAN 1 Pekanbaru?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out students' writing ability taught by using dialogue journal writing strategy at MAN 1 Pekanbaru.
- b. To find out students' writing ability taught without using dialogue journal writing strategy at MAN 1 Pekanbaru.
- c. To find out whether or not there is significant effect of using dialogue journal writing strategy on students' writing ability at MAN 1 Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. The research finding is to give the valuable input to the teachers of English at MAN 1 Pekanbaru especially and all teachers of English generally as an attempt to improve students' writing ability.
- b. The research findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching writing.
- c. Motivating students to improve their writing ability, in order to give chance for students to master English.